Governance Models Of Selected Non-Aboriginal and Aboriginal Post-Secondary Institutions

University College of the North Implementation Team
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Non-Aboriginal Post-Secondary Institutions

Okanagan University College (Kelowna, B.C.)

History

Okanagan University College (OUC) has been governed by a Board and Education Council since1995. Although established in 1965 as Okanagan College, its mandate was expanded in 1989 to provide baccalaureate degrees in partnership with the University of British Columbia (Arts and Science) and the University of Victoria (Education and Nursing) and its name was changed in 1992 to Okanagan University College.

In 1994, the provincial government of British Columbia introduced Bill 22, *the College and Institute Amendment Act.* This legislation became effective January 15, 1995 and was aimed at:

- giving university colleges and provincial institutes the power to grant baccalaureate and honourary degrees;
- including internal institution members on the boards of colleges, university colleges, and institutes;
- creating an educational council within each institution

A bicameral governance system similar to the type found in Canadian universities was subsequently established with the creation of boards and education councils. The powers and duties as well as the areas of joint authority of the two governing bodies are defined in Bill 22. The designation of Okanagan University College was made by Order of the Lieutenant-Governor-in-Council on January 15, 1995.

A separate Order in Council came into effect on January 15, 1995 which granted OUC the authority to grant the following degrees in its own name: Bachelor of Arts, Bachelor of Education, Bachelor of Fine Arts, Bachelor of Science, Bachelor of Science in Nursing, Bachelor of Social Work, Honourary Doctor of Laws, Honourary Doctor of Letters, and Honourary Doctor of Technology.

Board of Governors

Under the provisions of the *College and Institute Act of British Columbia* (the Act), OUC is a corporation consisting of the members appointed to its Board. The powers and duties of Boards are defined in section 19 of the Act as follows:

1. A board must do the following:
   a. manage, administer and direct the affairs of the institution;
   b. establish committees it considers necessary and advisable;
   c. make bylaws for the orderly conduct of its affairs;

d. determine courses or programs to be offered or cancelled at the institution.

2. Subject to this Act, the board must manage, administer and control the property, revenue, expenditure, business and other affairs of the institution.
3. The board may pay to a municipality incorporated by or under an Act a grant in a year not exceeding the lesser of:
   a. the amount that would be payable as general municipal taxes in the year on the property of the institution within the municipality if the property were not exempt from these taxes, and
   b. the amount specified by the minister or calculated in the manner specified by the minister.

4. The board has the power and duty to do the following:
   a. administer funds, grants, fees, endowments and other assets of the institution;
   b. manage and promote the educational or training programs offered at the institution;
   c. determine all questions relating to the qualifications for admission;
   d. prepare and submit budgets, financial statements and other reports as required by the minister;
   e. make bylaws for the orderly conduct of its affairs about the:
      i. duties of members of the board or committees of the board in conflict of interest situations,
      ii. powers, duties and benefits of the president as chief executive officer of the institution,
      iii. fees and charges to be paid to the institution by students, and
      iv. reimbursement by the institution to members of its board for travelling and out of pocket expenses necessarily incurred by them in the discharge of their duties;
   f. approve diplomas, certificates, associate degrees and baccalaureate degrees to be awarded by the institution on completion of instruction by a student;
   g. approve honourary degrees to be awarded by the institution;
   h. accept and disburse grants, gifts and bequests to the institution and payments for services and research;
   i. provide for the conservation of any heritage property that is owned by, assigned to or in the possession of the institution;
   j. establish and administer trust funds for scholarships, fellowships, exhibitions, bursaries, prizes and student loans out of money donated or made available for that purpose;
   k. perform other functions consistent with this Act that the board considers advisable for the proper administration and advancement of the institution.
5. The Board must hold regular meetings at intervals of not more than 3 months.

On a number of matters identified in section 23 of the Act, the Board must seek advice from the Education Council. Other matters require joint approval of the Board and Education Council. These matters are identified in section 25 of the Act.

The Chair and Vice-Chair of the Board are elected annually at the January meeting of the Board.

Board Role Statement

1. The Board of OCU shall set the direction of the institution by establishing the vision mission, and goals for the provision of post-secondary educational programs in the University College region through consultation with the various University College communities and the public.
2. The Board shall put in place institution-wide policies to guide the President, faculty and staff in the realization of the vision and the goals.
3. The Board shall monitor the progress made towards the attainment of the goals, as well as the quality and effectiveness of the educational programs and services that are provided.
4. The Board shall ensure that an effective advocacy program is in place to develop support and understanding from both thee public and government about the needs of post-secondary education in the University College region.

Education Council

Elections were held on January 31, 1995 and the Council's first meeting was held on February 8, 1995. Since then, it has met on a monthly basis excepting the month of July and August. It has the responsibility for dealing with a wide range of educational issues and it has also established a number of standing committees, most of which also meet monthly.

When first established, the Council was required to have 20 voting members (10 faculty, 4 students, 4 educational administrators, and 2 support staff). Each member is elected by his/her constituency except the educational administrators who are appointed by the president. The president is a non-voting member of the Education Council and in addition, the Board of Governors may appoint one person to be a non-voting member.

There are provisions in the Act for the Council to increase or decrease its size and this occurred in June, 1998 when it was increased to 34 voting members (18 faculty, 9 educational administrators, 5 students, and 2 support staff).

Faculty, staff and administrators are elected for two-year terms. Elections are regulated and conducted by the Registrar.

The powers and duties of the Council are specified in 3 sections 23, 24 and 25 of the Act. Section 23 covers those matters for which the Council must advise the Board and the Board must seek advice from the Council. These matters generally cover broad institutional issues such as educational goals and strategies, proposals regarding program priorities, evaluation of programs, admission policies, etc. Section 24 lists the exclusive powers of the Council. These include items such as examinations, academic standing, academic standards, student awards, student appeals, and the setting of

curriculum content. Section 25 deals with articulation matters, both within the institution and with other institutions. These items must have joint approval of both the Council and the Board. Nearly all of the above-mentioned items have been placed within the mandate of one or more of the Council's standing committees.

Education Council and Board of Governors

The operational relationship between the Council and the Board is not very clearly spelled out in the Act. Most of the interplay between the 2 governing bodies is specified in section 23, the "advisory role of Education Council". Generally, the Board is responsible for the financial management of the institution and the Council is responsible for the educational management of the institution. However, there is considerable overlap and interplay between these two roles. While the Council has final authority on the curriculum content of courses, many other matters of an educational nature come under the "advisory" section of the Act. At the same time, many decisions of the Council such as the setting of priorities regarding programs, involve budgetary considerations.

Malaspina University-College (Nanaimo, British Columbia)

Malaspina University-College (MUC) was established in 1969 as Malaspina College. It was designated as a university-college in 1989 and has been offering its own degrees since the proclamation of Bill 22 *(the British Columbia College and Institute Amendment Act, 1994)*. The purpose of this legislation was also to increase participation by students, staff, faculty and administrators in the governance of the institution.

The Board

The Board is empowered by the *College and Institute Act of British Columbia* to manage, administer, and direct the affairs of the institution in the areas of property, revenue, expenditure, business and other matters within the context of process and duties accorded it. Board membership is composed of:

- Eight or more persons appointed by the Lieutenant-Governor in Council;
- One person on the faculty of the institution and elected by the faculty members;
- Two students elected by the students;
- One person who is part of the support staff and elected by the support staff;
- The president, and;
- The chair of the Education Council.

The Education Council

The *College and Institute Amendment Act, 1994* describes three types of roles and responsibilities for the Education Council (the Council) related to democratically

developing and reviewing policy affecting teaching, learning and support of these two primary purposes at MUC:

- As an advisor to inform decisions made by the MUC Board;
- As a partner in joint approval processes with the MUC Board;
- As the sole source of certain policies and procedures.

The details of how the Council fulfills its roles and responsibilities are spelled out in the *Terms of Reference* of its Standing Committees. These committees make recommendations only to the Council but they may be forwarded to the MUC Board or Executive for ratification or implementation.

The Council has an advisory role to the Board, joint powers with the Board, and statutory powers.

Communication between MUC and the Ministry of Advanced Education

The level of responsibility and authority of each employee will be well defined in instruments such as the Collective Agreement, Contract of Employment and in the MUC Policy Manual.

In addition to the foregoing, all communication with the Ministry of Advanced Education will be reported to the President by way of copy or covering memo or other means.

In matters of a serious or significant nature, the President will be consulted before communication is made with the Ministry.

The President will keep the MUC Board informed of communications of a serious or significant nature and will consult with the Chair in advance when the situation warrants.

University of Northern British Columbia (Prince George, B.C.)

History

The University of Northern British Columbia (UNBC) was established in 1990 by *The University of Northern British Columbia Act.* This legislation established the Interim Governing Council (later, a separate Board of Governors and Senate) to oversee the initial development of UNBC. However, classes on the Prince George campus did not commence until September, 1994. UNBC has a mandate to pay particular attention to the needs of northern British Columbia, and the university's programs and research are designed so that they are of particular relevance to the region.

Governance

On July 16, 2002 UNBC ceased to operate under the UNBC Act and began to be governed by the *University Act of British Columbia*, the same legislation that governs UBC, SFU, and UVic. It provides for a bi-cameral governing system consisting of two distinct bodies – a Senate and a Board of Governors. The Board of Governors is comprised of 15 members, including 8 who are appointed by the Lieutenant-Governor of British Columbia. The 45-member Senate is the primary body for academic governance while the Board of Governors is responsible for the university's financial and administrative operations.

The Board of Governors includes the chancellor, the president, 2 faculty members elected by the faculty members, 8 persons (4 of whom must be resident in the region) appointed by the Lieutenant-Governor In Council, 2 full-time students elected by the student body, and 1 non-faculty university employees elected by and from university employees.

The Senate includes the chancellor, the president (chair), 2 senior academic administrators appointed by the president, 4 full-time students elected by the students, 4 persons (3 of whom must be resident of the region) appointed by the Lieutenant-Governor in Council, and 8 faculty members.

Athabasca University (Athabasca, Alberta)

History

Athabasca University (AU) was created in 1970 by an order-in-council of the Government of Alberta. A pilot project was initiated (1972-75) to establish a distance learning centre that would specialize in the delivery of distance education courses and programs.

In 1978, AU's future was ensured when a revision of the Alberta Universities Act granted the University permanent, self-governing status.

In 1984, AU moved its location from Edmonton to the town of Athabasca, 145 kilometres north. Satellite learning centres were then established in Calgary, Edmonton, and Fort McMurray. They provide another educational link to students by offering many services including counselling and advising.

Governance

AU is a publicly funded institution of the Province of Alberta that reports through to the government through the Minister of Advanced Education and career Development. Through the Universities Act, the government authorizes AU Governing Council to grant

degrees and govern its own affairs. Members of AU Governing Council are appointed under orders in council of the Lieutenant-Governor of Alberta.

AU operates with a unicameral governance system. AU Governing Council incorporates the full responsibilities of a traditional board of governors (the overall policy committee), a general faculties council (responsible for academic policy), and a senate (fulfills the role of community liaison).

AU Governing Council members are appointed by the Government of Alberta. Its membership consists of one chairperson, up to 8 public members, 2 academic staff, one tutor, and one non-academic staff. The president of the University is ex officio a member of the Governing Council.

The structure of AU is the same as any other university except that it mainly delivers via distance education. Its faculty members are comprised of Professors, Assistant Professors, and Instructors who teach and design the courses in the various programs. Students are also assigned a tutor to provide academic counselling. There are Deans who are responsible for both major programs and the professors in that program.

Au has become one of Canada's most innovative universities, delivering almost all courses through distance education and online learning technologies. Several distance learning delivery modes are utilized. Individualized study is the primary delivery mode where students receive a course package with all learning material. They can communicate with instructors and tutors through e-mail and toll-free telephone. Grouped study employs electronic media and/or classroom instruction at regional learning centres in Alberta and elsewhere.

AU offers nearly 160 courses over the Internet using a variety of methods suited to individual subject areas.

University of the Arctic (Rovaniemi, Finland)

History

The University of the Arctic (UArctic) was officially launched in Rovaniemi, Finland on June 12, 2001. This marked the shift from planning governance structures and programs to the implementation of programs.

Mission Statement

According to its mission statement, UArctic is a decentralized university without walls that mounts programs of higher education and research, builds local and regional educational capacity, and stimulates cooperation among participating institutions.

Goals

The goals of UArctic state that it seeks to empower the residents of the Circumpolar North by building human capital through higher education. They also seek to reduce barriers to higher education in the North in order to provide increased opportunities for northerners. They seek to develop initiatives in partnership with its community that are responsive to their needs and support their aspirations. They are aimed at creating shared knowledge and provide for quality discussion on contemporary issues related to the Circumpolar North. The goals also focus on building a shared regional identity, while valuing inclusiveness and respect for diversity across the region. Finally, they seek to strengthen the Circumpolar North's role in the world by increasing knowledge about Arctic issues.

Board of Governors

The Board of Governors (Board) is the highest governing body of UArctic, and has general responsibility for its strategic development and setting main priorities.

The Board consists of a group of up to 11 individuals who serve in their personal capacities and who act on behalf of the UArctic.

The Board has the authority and primary responsibility for:

- Strategic planning and setting institutional priorities
- Organizational development and institutional accountability
- Fundraising, finances, and budgeting (including personnel)
- Public and external relations

The Board works with the Council of the UArctic and Administration on relevant issues, and for their practical implementation. The Board may delegate specific tasks on the understanding that the Board maintains ultimate control over and responsibility for these functions.

The members of the Board are elected by the Council of the University of the Arctic from slates of nominees prepared by a nominating committee.

Council of the University of the Arctic

The Council of the University of the Arctic (Council) directs program development and delivery. The Council acts as a forum of consultation and cooperation for the implementation of UArctic programs through member institutions.

The Council has the authority and primary responsibility for:

- Initiating and overseeing program development and delivery
- Prioritizing academic programs within the approved program structure

- Representing UArctic's members in its overall governance, including the authority to elect members of the Board

The Council consists of representatives of Members. It is composed of **both** institutions of higher education and other organizations concerned with higher education and research in the circumpolar North. Institutions of higher education are independent universities, colleges and other institutions of higher education having their own registered students. Their primary role is to develop and deliver UArctic academic programs. They have the right to participate in UArctic academic programs according to the principles and procedures determined by the Council. All members have equal representation on Council, but differ in their role in the development and delivery of UArctic programs. The primary role of other organizations is to provide important expertise, different kinds of resources, and consultative links to key constituencies. They do not normally deliver UArctic academic programs, but do contribute to their development. They include research centres, educational associations, consortia/networks of higher education institutions, research and policy networks, and indigenous peoples organizations represented in the Arctic Council as permanent participant organizations.

Organizations desiring to become members submit written applications to the Council, which acts on any application received at its next regular meeting.

Officers of the Council include the Chair, Vice-Chair, and Secretary.

Membership in the Council is subject to review and renewal every 5 years.

Membership on the Council grew to a total of 46 higher institutions and other organizations at the end of 2002. It continues to be growing and diverse

Friends of the University of the Arctic

The Board and the Council, acting together may invite distinguished individuals to serve as 'Friends of the University of the Arctic'. There are no fixed terms of office for these positions as their function is advisory. All participants in UArctic activities welcome the advice of the Friends on any matter pertaining to the University, but they are not responsible individually or collectively for the operation of the University. Friends of the University of the Arctic may be asked to serve as a special advisor for program areas where their special competence may be relevant.

Administration

UArctic administrative functions are handled on a decentralized basis. UArctic seeks a stable funding base for its administration through the combined resources of member contributions (in kind), program overheads and direct support and external funding (public and private).

Director

The Director serves as the chief executive officer of the UArctic and is responsible for its overall administration and the development and delivery of its programs.

The Director is appointed by the Board for a three-year (renewable) term and is accountable to the Board for the administration of the University.

The UArctic International Secretariat

This body is responsible for the day-to-day administrative activities of the University. It works closely with the Director on all matters pertaining to the UArctic administration, and the head of the Secretariat is accountable to the Director. It oversees preparations for Council and Board meetings and is ordinarily represented at meetings of these bodies.

An important function of this office is its primary responsibility for information and communication for the UArctic network, maintaining the general UArctic website, internal and external e-mail lists, and publishing the *Shared Voices* newsletter as well as several international publications that are also available on its website.

The location of the Secretariat's operations may shift from time to time.

Other Administrative Arrangements

Additional administrative capacity is overseen by the Director, in consultation with the Council and Board, and does not require a revision to the governance system of the College.

Aboriginal Post-Secondary Institutions

Maskwachees Cultural College (Hobbema, Alberta)

History

Maskwachees Culltural College (MCC) was established in the early 1970's as a unique institution for the development and preservation of the Plains Cree culture. Under the guidance of of a Council of Cree Elders and community leaders of the Four Nations of Hobbema (Samson, Ermineskin, Louis Bull, and Montana) quickly became an integral part of the life of the community, providing a variety of learning opportunities.

By 1986, it was clear that the College was ideally situated to respond to the pressing higher education needs of the people of the Four Nations by broadening its mandate and the range of services provided.

With the assistance of the Chiefs of the Four Nations, the College Board outlined a broader mandate for the College and began seeking private College status. This materialized in July, 1988 with the passing of the *Maskwachees Cultural College Act* by the Legislative Assembly of Alberta. Today, the College offers a wide array of programs all aimed at increasing the academic and technical abilities of its Aboriginal students. This legislation authorized the College to act as a credit-granting, post-secondary institution, offering one-year certificate and two-year diploma programs. In addition, the College offers literacy and high-school courses, as well as various training programs requested by the employers of the Four Nations.

In the end, a student may leave the general diploma program with his or her first two years of university complete, but more importantly, the student departs with a well-developed sense of identity and self-worth, better able to contribute to society as a whole.

Mission Statement

The mission of MCC is to promote and to assist in the realization of self-determination as a cultural entity for First Nations peoples and, from there, to assist with the development of effective interaction between First Nations and other societies. The College provides its services primarily to Indian and other Native people and, where opportunity permits, to non-Native people.

Philosophy

While the College is committed to excellence in all of its work, it recognizes and strives to be true to the Cree Way of human development; a way that seeks harmony and balance of the physical, emotional, and spiritual being of the person. In partnership with the four Plains Cree Nations of Hobbema, MCC is dedicated to this holistic approach to development for all First Nations peoples. While we are committed to academic excellence, we recognize an even older tradition, the Cree Way, and we strive to be true to that Way in all things, seeking harmony and balance as the children of Mother Earth. We are dedicated to this holistic path to "true learning", a journey with four dimensions: mental, physical, emotional, and spiritual. The commitment to this philosophy is apparen in all programs offered through the College. Four common features exist in all our programs: the integration of Elders and Cree language and cultural studies, the nurturing of a developmental learning process, the integration of new knowledge with past educational and life experiences, and a team approach.

Goals

1. To assist First Nations members to further develop their abilities to participate effectively in and contribute to their own communities.
2. To assist First Nations members to further develop their abilities to participate effectively and contribute to the broader Canadian and global communities.

Objectives

- To enhance the quality of life of First Nations peoples;
- To preserve, protect and interpret the culture, language, and heritage of the Plains Cree people;
- To provide services appropriate to the needs of the Plains Cree in particular and to all First Nations in general;
- To provide opportunities for quality education and training for First Nations people and, where opportunity permits, to society in general;
- To promote effective communication links between First Nations peoples and members of other societies.

Governance

It should be noted at the time of writing that MCC was in the process of undergoing a series of revisions in the information that was available to the public, including revisions to its website which is temporarily inoperative.

MCC is governed by a Board of Governors and a Management Team of 3. The Board consists of 12 members, including the 4 Chiefs from the Four Nations of Hobbema and 2 representatives from each of the Four Nations of Hobbema who are either appointed by their respective Chiefs or elected at the College's Annual Meeting.

The powers of the Board as outlined in the MCC Act are as follows:

The conduct, management and control of the College and its property, revenues, business and affairs are vested in the Board and the Board has all the powers necessary or convenient to perform its duties and achieve the objects and purposes of the College, including, without limiting the generality of the foregoing, the power:

(a) to appoint and to remove and to fix the number, duties, salaries and other emoluments of officers, teaching staff, administrative staff and other employees, servants or agents;

(b) to make rules governing the educational policy, the admission of students, the curriculum and any other matter whatsoever in connection with the operation of the College;

(c) to appoint an executive committee and such other committees of the Board as it deems advisable and to delegate to any such committee any of its powers;

(d) to enact such by-laws, regulations and orders as are deemed necessary for the management of the affairs of the College and from time to time to amend, alter or repeal any by-law, regulation or order.

Red Crow Community College (Cardston, Alberta)

History and Governance

Red Crow Community College (RCCC) was founded in 1986 as a response to employment opportunities both on and off the Blood Reserve and the realization of the importance of a high school and post-secondary education to gain employment. Initially, the College was placed under the direction of the Blood Tribe Education Committee and it began as an adult education centre, providing quality educational training opportunities to students of the Blood Tribe. Initial courses consisted of two high school courses and a study skills component.

With the rapid growth of RCCC, it was necessary to employ the services of a President in 1992 to coordinate the inception of new programs and maintain existing ones.

In March, 1995, RCCC became the first Tribal College in Canada. The Blood Tribe Chief and Council officially sanctioned the RCCC Board of Governors. This was the most significant development for RCCC. It signified the transfer of governance for adult, post-secondary, continuing community, vocational and technical education from the Kainaiwa Board of Education to the RCCC Board of Governors. A component of this transfer is the management of the Blood Tribe Post-Secondary Student Support Program and the Kainai Community learning Partnership Program.

The Board of Governors is comprised of Chair, Chief and Council Representative, Elders Advisory Council Representative, Student Representative, and Kainai Board of Education Representative.

Since its inception, RCCC has evolved into a complete post-secondary institution, now offering diploma and degree programs in partnership with Mount Royal College in Calgary and the University of Lethbridge. Adult upgrading, continuing, and community education still remain a critical focus of the curriculum. From its humble beginnings, RCCC has grown from a single classroom to being the first tribally controlled Community College in Canada. Other Aboriginal controlled colleges have either sought provincial legislation for recognition as private colleges or legal status as societies under provincial provisions. The establishment of RCCC by Blood Tribe Bylaw makes it a public college of the Blood Tribe and extends the legal authority of the Chief and Council to the Board of Governors, as a legitimate entity of the Blood Tribe.

Elders Advisory Committee

The Elders Advisory Committee is a very important part of the success of RCCC. It continues to be a valuable resource for RCCC and its students. Members meet every month on the second Tuesday of the month.

The Elders have a significant commitment to knowledge and appreciation of the history, customs, traditions, culture, language, and lifestyles of Kainaiwa. They are the role models, teachers, counsellors, friends, family, and support to all staff and students.

RCCC utilizes the wisdom of the Elders – their intellectual and experiential insights into the workings of nature and into proper human relationships with the natural world. Each Elder shares his or her worldviews of Kainaiwa's tribal culture. The Elders critique and seriously challenge the Westernized concept of education. RCCC requires input from the Elders Advisory Council in the development of programs that reflect the Blood Tribe cultural traditions. These are recorded both orally and in writing, thereby reflecting a dual Aboriginal and Euro-Canadian history of education.

One member of the Advisory Council is selected every year by the group to represent them on the RCCC Board of Governors.

The Elders Advisory Council participation also includes workshop presentations at local, national, and international conferences such as the American Indian Higher Education Consortium, holiday and social activities, and traditional religious activities.

Mission Statement

The Mission of the RCCC Board of Governors is to provide quality educational/training opportunities to adult native and non-Native residents and employees of the Blood Reserve and surrounding areas. The curriculum will reflect identified needs and interests of these residents by providing adult basic education, vocational education, academic, cultural and community interest programs, courses, seminars, workshops, activities, and events. Assistance will be provided to tribal institutions and departments in staff, planning and research, and evaluation services according to identified needs. The educational/training system will provide opportunities for individual self-improvement for survival in a rapidly changing and technological world, and yet maintain the integrity of the Blood people.

Goals

- To provide adult education and post-secondary educational opportunities for Native and non-native residents of the Blood Reserve and the surrounding areas .
- To measure the needs, talents and aspirations of the residents of the Blood Reserve and surrounding areas to provide a comprehensive a comprehensive educational program in recognition of the desires of the Blood Reserve Community.
- To assist with the community development needs of the Blood Reserve.

- To provide culturally relevant pre- and in-service training for professionals working with First Nations people.

Objectives

To provide Community-based "Blood Reserve Classrooms" which extend the functional boundaries of Red Crow society beyond the structure of a single facility, and which engender a sense of identity for all on the Blood Reserve by:

- Preparing educational/training action plans and identifying personnel and resources to enhance First Nations peoples' self-respect, self-esteem, and pride.
- Assisting all First Nations people on the Blood Reserve to trust in their personal and collective abilities to plan, implement and manage tribal determination in education on the Blood Reserve.
- Developing networks of First Nation's personnel and resources to plan, manage and administer an adult/post-secondary education/training network under tribal determination.
- Promoting First Nations peoples' life-long holistic personal growth and development.
- Fashioning a functional prototype for accomplishing the proposed mission statement of the Red Crow Society.
- Employing the socio-cultural context and the Blackfoot language to instill hope in Blood Tribe members.
- Increasing First Nations parental choice and involvement in shared family, community and education/training endeavours.
- Acquiring information from all facets of the community on the Blood Reserve and incorporating this data into the planning phase.
- Providing linkages between/among First Nations schools, families and Reserve members, and off-reserve communities.
- Providing an adult/post-secondary system to meet First Nations educational/training needs "on demand".
- Constructing a plan of action to provide shared experiences between/among diverse groups on the Blood Reserve and surrounding communities.

Dine College (formerly Navajo Community College), Tsaile, Arizona

History

Dine College was established in 1968 as the first tribally-controlled community college in the United States. It was originally named Navajo Community College until 1994 when it was renamed Dine which means "the people" in the Navajo language. This was when it became a land-grant college following 1994 federal mandates. In creating an institution of higher education, the Navajo Nation sought to encourage youth to become contributing members of the Navajo Nation and the world society.

As a post-secondary educational institution, it awards Associate degrees and Technical Certificates in areas important to the economic and social development of the Navajo Nation. In complying with the College mission, personalized instruction is guaranteed to each student because of the low student-faculty ratio.

The College works with the University of Arizona and several other universities through a Memorandum of Understanding (MOU).

Governance

Under the direction of a ten-member Board of Regents confirmed by the Navajo Nation Council, Dine College has the responsibility to serve residents of the 26,000 square-mile Navajo Nation which spans into the states of Arizona, New Mexico, and Utah.

Philosophy

The College integrates a traditional Navajo philosophy with Western teaching methods. It has adopted a community-oriented attitude.

The College's educational philosophy encompasses the traditional Navajo living system, which places human life in harmony with the natural world and universe.

First Nations University of Canada (formerly Saskatchewan Indian Federated College), Regina, Saskatchewan

Please Note: Although this institution has officially undergone a name change in 2003, its governance and administrative structure shall remain unchanged until 2004.

History

In May 1976, the Federation of Saskatchewan Indian Nations entered into a federation with the University of Regina, creating the Saskatchewan Indian Federated College (SIFC). The Agreement provides for an independantly administered university-college, the mission of which is to serve the academic, cultural and spiritual needs of First Nations students.

SIFC has been a member of the Association of Universities and Colleges of Canada (AUCC) since 1994. It administers the same university regulations with respect to admissions and the development of new programs as other universities.

When SIFC first opened its doors in the fall of 1976, it had 9 students and offered programs in Indian Studies, Indian Languages, Indian Teacher education, Social Work, Fine Arts, and Social Sciences.

Since 1976, SIFC enrollment has steadily grown to a point where it now maintains an average annual enrollment over 1200. Its alumni base has grown to over 2500.

Saskatchewan Indian Federated College/ First Nations University of Canada (SIFC/FNUC) offers its programs and services on three campuses: Regina, Saskatoon, and Prince Albert (Northern Campus). Within SIFC/FNUC, there are 10 academic departments and/or schools that offer a variety of programs and courses. The Northern Campus maintains the responsibility of coordinating and delivering community based and distance education programs. The SIFC Indigenous Centre for International Development (ICID) maintains its international partnerships with other countries for university programming.

SIFC/FNUC has increasingly moved into higher cost professional programs in health and science. These have developed in consultation with First Nation communities who identify areas of demand. The programs have often involved close collaboration with academic and government partners. The National School of Dental Therapy program became a part of SIFC in 1996. More recently, , SIFC has delivered the post-RN nursing programs in advanced practice primary care nursing and the First Nation community nursing program.

SIFC/FNUC has also begun to expand its range of graduate programs. This includes a special case Masters program in Arts and Science, a First Nation Masters in Business Administration and a Masters of Aboriginal Social Work Program in Aboriginal Therapy.

Since 1983, SIFC/FNUC has entered into over 25 agreements with Indigenous peoples' institutions in Canada, South and Central America, and Asia. The College has also signed agreements with academic institutions in Siberia (Russia), Inner Mongolia (China), and Tanzania (Africa).

Governance

The Saskatchewan Indian Federated College Act of the Legislative Assembly of the Federation of Saskatchewan Indian Nations (FSIN) establishes the Saskatchewan Indian Federated College (SIFC) as an autonomous degree-granting university college.

The SIFC Act specifies the composition and responsibilities of the SIFC Board of Governors. Two members of the Board are appointed directly by the FSIN. Other members are appointed by Senate of the FSIN, the Agency/Tribal Councils of Saskatchewan; Saskatchewan Universities; Department of Indian and Northern Affairs Canada; Saskatchewan Department of Learning; SIFC Faculty; and SIFC Students' Association.

Nicola Valley Institute of Technology (Merritt, B.C.)

History

Nicola Valley Institute of Technology (NVIT) is an Aboriginal governed post-secondary institute that was originally formed as a private institution in 1983 by the Coldwater, Shackan, Nooaitch, Upper Nicola, and Lower Nicola Bands of the Nicola Valley. The NVIT was started in response to the need for quality post-secondary education for First Nations people in an environment that promotes traditional ways and fosters student success. During its first year of operation, NVIT was housed in a basement with an enrolment of 13 students. It has since developed into a $9 million new campus featuring state of the art teaching facilities, 6 different programs, 21 instructors, and 230 students. It is publicly funded, fully accredited, and boasts a student body that is 84% First Nations.

Vision/Philosophy

NVIT offers programs in the areas of College Readiness, Business Administration, Academic/Indigenous Studies, Natural Resource Technology, and Social Work. These programs are guided by the commitment and vision of the Nicola Valley's local bands. This vision encompasses and honours First Nations traditional culture and values, and recognizes to balance these within the educational goals of NVIT's curriculum. NVIT believes in a holistic approach to education whereby the knowledge base of the students is enhanced by those values unique to First Nations culture.

NVIT addresses the need within First Nations communities for individuals who work to preserve traditional culture, and who nurture a connection between these communities and future development and education. Students at NVIT have the opportunity to develop skills to manage the natural environment, deliver effective social services, and maintain a strong influence within the political and socio-economic arenas. The programs are designed as a tool to encourage ongoing education, to pull people forward for future challenges and opportunities both within and beyond their communities.

NVIT believes in the right of Aboriginal people to determine their own future. NVIT is committed to ensuring that Aboriginal people have access to an education that is recognized in the mainstream and relevant to its communities.

Transferability of Courses

NVIT has successfully negotiated transferability of many of its courses with the University of British Columbia, Simon Fraser University, and the University of Northern British Columbia. These transfer agreements are in addition to those already in place with many of the province's community colleges. Students can attend NVIT and earn credits toward a university degree in a variety of disciplines.

Governance

The Governance processes at NVIT are determined both by its identity as an Aboriginal educational institute and by the *College and Institute Act*. At NVIT the Elders provide guidance and support across the institution.

The Board of Governors may consist of a maximum of 9 members appointed by the Province of British Columbia from nominations made by the Nicola Tribal Association and 4 elected positions, two from the students and two from faculty and staff of the NVIT. The Board sets the mission, values, and vision, provides overall direction, and maintains the primary link with the communities. The Board also has authorities and responsibilities determined by provincial legislation.

The Offices of the President and Bursar support the Board.

The Education Council is primarily responsible for academic matters. This 20-member body is elected from staff and students as required by legislation. It has co-governance responsibilities with the Board of Governors. The Council meets on a monthly basis and is supported by sub-committees as well as the Academic Dean's office.

Board Governance Policies

Board leadership requires, above all, that the Board provide vision for the College. To do so, the Board must have an adequate vision of its own job. The Policy Governance approach provides a powerful framework for structuring this task. Following this approach, the Board can free itself from unnecessary, time-consuming involvements and focus on the real business of governance: creating, sustaining, and fulfilling a vision.

The Policy Governance model is explained fully in *Boards That Make a Difference* (Jossey-Bass, 1990). In brief, it reduces or eliminates meaningless Board and committee work, trivia, Board interference in administration, staff manipulation of the Board, unclear evaluation criteria and role confusion.

Policy Governance emphasizes vision and values, the empowerment of both Board and staff, and the strategic ability to lead leaders. Because policies permeate and dominate all organizational life, they present the most powerful lever for exercising Board direction. Board policies can be designed as a total system to encompass all expressions of Board wisdom. There are only 4 categories of Board Policy: Ends, Executive Limitations, Board-President Relationship, and Governance Process.

Ends

The Board's most important job is to devise a mission and mission-related statements which clearly set out what the desired results – the Ends – of the organization's actions

are to be. What human needs are to be met, for whom, and at what cost? How will the world be different as a result of the organization's actions? Including, but not limited in the mission statement, Board-generated ends are further defined at all levels of the organization. They compose the organizational vision. The Board leaves it up to the staff to decide on the means by which to achieve these ends, and evaluates staff performance based on how well the results of the organization's actions match the desired ends.

To be effective in achieving its mission, NVIT needs to identify and pursue a set of core strategies. These are the things the institution considers it must address in order to move forward in the next few years. There are many specific tasks and activities which arise from the core strategies that are not included in this plan but which are addressed in annual operational planning.

Executive Limitations

While the Board prescribes what ends (what results, for whom, at what cost) it wants to achieve, it only sets limits on the means with which the staff operates. These limits are principles of prudence and ethics that form a boundary on staff practices, activities, circumstances and methods. In Executive Limitations policies, the Board states clearly what the Board will not allow, but it is otherwise silent regarding staff actions. This empowers the staff to use their full creative powers while at the same time safeguarding against potential abuses, enabling the Board to concentrate its energies on ends issues.

The President shall not cause or allow any practice, activity, decision or organizational circumstance which is either illegal, imprudent or in violation of commonly accepted business and professional ethics.

Board-President Relationship

In addition to providing the organization with a vision and defining what constitutes inappropriate staff practices, the Board must set policies about how it relates to staff – for example, the Board's approach to delegation, its views of the President's role and how it will assess staff performance. The Policy Governance model envisions the President as the link between the Board and the staff. In essence, the President is the Board's sole employee. The only specified duty of the President is to be accountable to the entire Board for the performance of the organization – on how well the Board's ends are being met and on ensuring that the limitations are not violated. This maintains accountability while allowing the President a great deal of latitude to act and to empower others to act.

With the exception of any roles, which may be required by legislation, the President is accountable to the Board acting as a body. The Board will instruct the president through written policies, delegating implementation to the President. The President may make any reasonable interpretation of Board policy, consistent with the Board's Executive Limitations. All Board authority delegated to staff is delegated through the

President, so that all authority and accountability o0f staff – as far as the Board is concerned – is considered to be the authority and accountability of the President.

Governance Process
The Board must also set policies for its own internal workings – how meetings will be conducted, what topics will be addressed, the role of officers and committees, how the Board will discipline itself. An effective design of Board process ensures that the Board fulfils its 3 primary responsibilities:

1. maintaining links to the community (NVIT's "ownership");
2. establishing the 4 categories of written policies;
3. assuring executive performance.

These are areas in which the Board, and only the Board, must assume full responsibility. By setting clear Board process policies, the Board develops a consistent plan for how it will operate – compelling it to remain focused on the critical challenges of providing vision and leadership.

Except for what belongs in Bylaws or enabling statutes, these categories of Board policy are exhaustive, that is, they contain everything the Board has to say about values and perspectives that underlie NVIT's organizational decisions, activities, practices, budgets and goals. These policies are succinct and few.

Blue Quills First Nations College (St. Paul, Alberta)

History

Originally built in the early 1930's, Blue Quills served as a mission residential school for First Nations children. In 1971, following a peaceful protest after the Department of Indian Affairs recommended closure of the school, management and control was assumed by the First Nations people of the region. In 2001, Blue Quills celebrated its 30th year as one of Canada's first Aboriginal controlled education centres.

With over 40 full-time staff, the majority of whom are members of local First Nations communities, Blue Quills now serves close to 500 students of all cultures and backgrounds.

Governance

Blue Quills is now governed by a Board of Governors comprised of 7 appointed members, each representing one of the 7 local First Nations communities, plus one Elder from the Saddle Lake First Nation. The 7 First Nations communities that own and operate Blue Quills, representing almost 13,000 people include: Beaver Lake, Cold Lake, Whitefish Lake, Heart Lake, Kehewin, and Saddle Lake.

Mission Statement

Blue Quills First Nations Board of Governors will address the spiritual, emotional, physical and mental needs of the 7 member First Nations through the delivery of quality education programs.

The College is dedicated to increasing and accessing educational opportunities for students by empowering them to overcome barriers that restrict success in college and university settings.

The College believes the maintenance and enhancement of culture contributes to positive self-esteem and, therefore, encourages participation in the learning environment.

Vision Statement

Our Spirit...Our Life...Our Way...
Blue Quills First Nations College will continue to honour (the) Nistameymahkanak dreams and visions for generations yet unborn.
Blue Quills, guided by the 7 member First Nations, will facilitate the process of pro-active change in learning.
The College environment will reflect our cultures, values, ancestral knowledge, traditions and relationships, nurturing learners to achieve their individual goals and meet the collective need.
Blue Quills will provide a meaningful and balanced curriculum, bringing the uniqueness of our culture into an education setting.

Educational Philosophy

At the core of the Blue Quills philosophy of education is the guidance of the Creator, our Mother Earth, our language and the Natural Law; Love, Honesty and Determination.

Our Treaty Rights include a holistic education that nurtures the four dimensions of a healthy, whole, strong person: Mental, Spiritual, Physical and Emotional.

Based on lifelong learning that is intergenerational, experiential process oriented, recognizing the gift, ability, knowledge, diversity, humour.

This learning is facilitated in collaboration with the College and members of the 7 First Nations.

Dependant, independent and interdependent learning.

Nunavut Arctic College (Iqaluit, NT)

History

In 1968, the Government of the Northwest Territories (GNWT) established the Adult Vocational Training Centre (AVTC) in Fort Smith, offering trades training and one of the first teacher education programs for Aboriginal peoples in North America.

Some post-secondary programs were offered in the eastern Arctic during the 1970's, but never on a regular basis, and eastern Arctic Inuit were forced to seek education in the western NWT. This contributed to low completion rates, and Inuit, in what is now Nunavut, began to demand educational opportunities closer to home. The first such opportunities, the Eastern Arctic Teacher Education Program (EATEP) and the Sanivik Housing Maintainer Program, oopened their doors in Iqaluit, known then as Frobisher Bay, in 1979.

In 1982, the Special Committee on Education in the NWT, which had been struck by the Legislative Assembly, recommended the establishment of Arctic College. The College was formed in 1984 by amalgamating the existing post-secondary programs in Fort Smith and Iqaluit. Other campuses were to be added as resources became available. Demands for post-secondary programs were high and consequently, Arctic College grew quickly with the addition of several new certificate- and diploma-level programs at the Iqaluit Campus in 1987.

In 1990, Arctic College assumed responsibility for the delivery of adult education programs from the divisional school boards. This gave the College a physical presence in every community through the community learning centres. The College moved quickly to begin to deliver an increasingly wide range of programs at the community level through its learning centres. This was followed by the opening of campuses in Cambridge Bay and Rankin Inlet in 1998, giving Arctic College a presence in each region in the eastern NWT.

In anticipation of the creation of Nunavut territory with its own Department of Education, Nunavut Arctic College was established with the Government of Northwest Territories' *Public Colleges Act* on January 1, 1995. This Act also split the former Arctic College into Nunavut Arctic College and Aurora College in the Western Arctic. Nunavut Arctic College and its Nunatta (Iqaluit), Kitikmeot (Cambridge Bay), and Kivalliq (Rankin Inlet) campuses and 24Community Learning Centres continued to grow and to offer programs to prepare residents for the challenges of the new Nunavut territory created on April 1, 1999.

Mission Statement

In its mission to meet the educational needs of Nunavut society, to strengthen the people and communities of Nunavut by advancing the lifelong learning of Northern adults, and to make the benefits of traditional practices and southern science more

available. Nunavut Arctic College NAC) is guided by 11 core values that are at the root of all the decisions it makes. The College is committed to:

- drawing on and contributing to strong communities;
- creating a positive learning environment;
- delivering culturally appropriate education to an 85% Inuit society;
- establishing creative and constructive partnerships to make the best of limited resources;
- delivering quality programs and courses that are relevant to Nunavut's economic and cultural realities;
- creating equitable and accessible programming regardless of gender, age, beliefs, disability, ancestry, place of origin, financial circumstances or current geographic location;
- responsiveness to changes in the economic and social needs of Nunavut residents;
- ensuring an equal degree of affordability of post-secondary education for learners throughout the territory;
- research excellence in the fields of culture, language and history of the people of Nunavut, particularly through the work of the Nunavut Research Institute, in order to better identify the social and economic needs of residents, as well as possible solutions and opportunities;
- accountability to the public, government and other funding sources with regard to the effectiveness with which the College is meeting the needs of learners in Nunavut, and the economy with which it does so.

Governance

The governing body of NAC is an 8-member Board of Governors comprised of representatives of its 3 regions (Kitikmeot,, Kivalliq, and Baffin), one Elder as well as one student representative and one staff representative. These members are appointed by the Minister of Education upon recommendation of the President of NAC and subsequent to a vigorous recruitment process. The Board of Governors meets 3 times per year and does so by teleconference due to geographical reasons. Meetings are open to the public.

The Board of Governors continues to operate under the Government of Northwest Territories' *Public Colleges Act* of 1995.

The Board of Governors is assisted by 3 Program Policy Committees: Finance, Executive, and the Nunavut Research Institute. It should also be noted that NAC has an arm's-length relationship with the Nunavut Research Institute.

The Nunavut Research Institute

The Nunavut Research Institute (NRI) is dedicated to forging connections among various groups within and outside Nunavut. The mission of the NRI is to extend the

benefits of traditional and southern science and technology to individuals and communities.

University Partnerships

NAC has developed partnerships with many academic institutions in order to expand its course offerings. These initiatives include a human resource management certificate in conjunction with the University of Manitoba, Nunavut Teacher education with McGill University, a degree-level nursing program with Dalhousie University and BA course delivery at Nunatta Campus with Carleton University. In addition to these jointly delivered programs, there are also many transfer agreements in place which allow for credits earned in some programs to be transferred to apply towards an undergraduate degree at southern institutions.

At- A-Glance Features of Selected Aboriginal and Non-Aboriginal Post-Secondary Education Institutions
Appendix

Name of Institution	Aboriginal/Non -Aboriginal	Type of Governance	Governing Bodies	Program Offerings	Distinguishing Features
Okanagan University College	Non-Aboriginal	Bicameral	Board of Governors **and** Education Council	Diploma, Degree (Undergraduate), Certificate, and Adult Education	Power to grant Baccalaureate and Honourary Degrees
Malaspina University College	Non-Aboriginal	Bicameral	Board of Governors **and** Education Council	Diploma, Degree (Undergraduate), Certificate, and Adult Education	Power to grant Baccalaureate and Honourary Degrees
University of Northern B.C.	Non-Aboriginal	Bicameral	Board of Governors **and** Senate	Degrees (Graduate and Undergraduate)	Mandated to serve the needs of Northerners
Athabasca University	Non-Aboriginal	Unicameral	Governing Council	Degrees (Graduate and Undergraduate)	A distance learning centre without a campus specializing in delivering distance education courses and programs
University of the Arctic	Non-Aboriginal	Bicameral	Board of Governors **and** Council of University of the Arctic	Bachelor of Circumpolar Studies, Circumpolar Mobility Program, Ph.D. Networks	A decentralized university without walls
Maskwachees Cultural College	Aboriginal	Bicameral	Board of Governors **and** Management Team	UCEP Certificates and Diplomas	Private college status under provincial legislation (Maskwachees Cultural College Act, 1988)
Red Crow Community College	Aboriginal	Unicameral	Board of Governors	UCEP, Adult Upgrading, Degree Programs in partnership with Mount Royal College, University of Lethbridge, and University of Calgary, and Diplomas	The first Tribal College in Canada
Dine College	Aboriginal	Unicameral	Board of Regents	Associate Degrees and Technical Certificates	The first tribally-controlled community college in the U.S.A.
First Nations University of Canada	Aboriginal	Unicameral	Board of Governors	Degrees (Undergraduate and Graduate)	An autonomous degree-granting First Nations University College

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Appendix

Name of Institution	Aboriginal/Non -Aboriginal	Type of Governance	Governing Bodies	Program Offerings	Distinguishing Features
Nicola Valley Institute of Technology	Aboriginal	Bicameral	Board of Governors **and** Education Council	College Readiness, Diplomas and Certificates	Maintains Transfer Agreements with 3 BC universities and several BC community colleges
Blue Quills First Nations College	Aboriginal	Unicameral	Board of Governors	Degrees partnered with various universities and Certificates	One of Canada's first Aboriginally-controlled education institutions
Nunavut Arctic College	Aboriginal	Unicameral	Board of Governors	Certificates, Diplomas, and Degrees in partnership with various institutions	Maintains an arm's length relationship with Nunavut Research Institute